

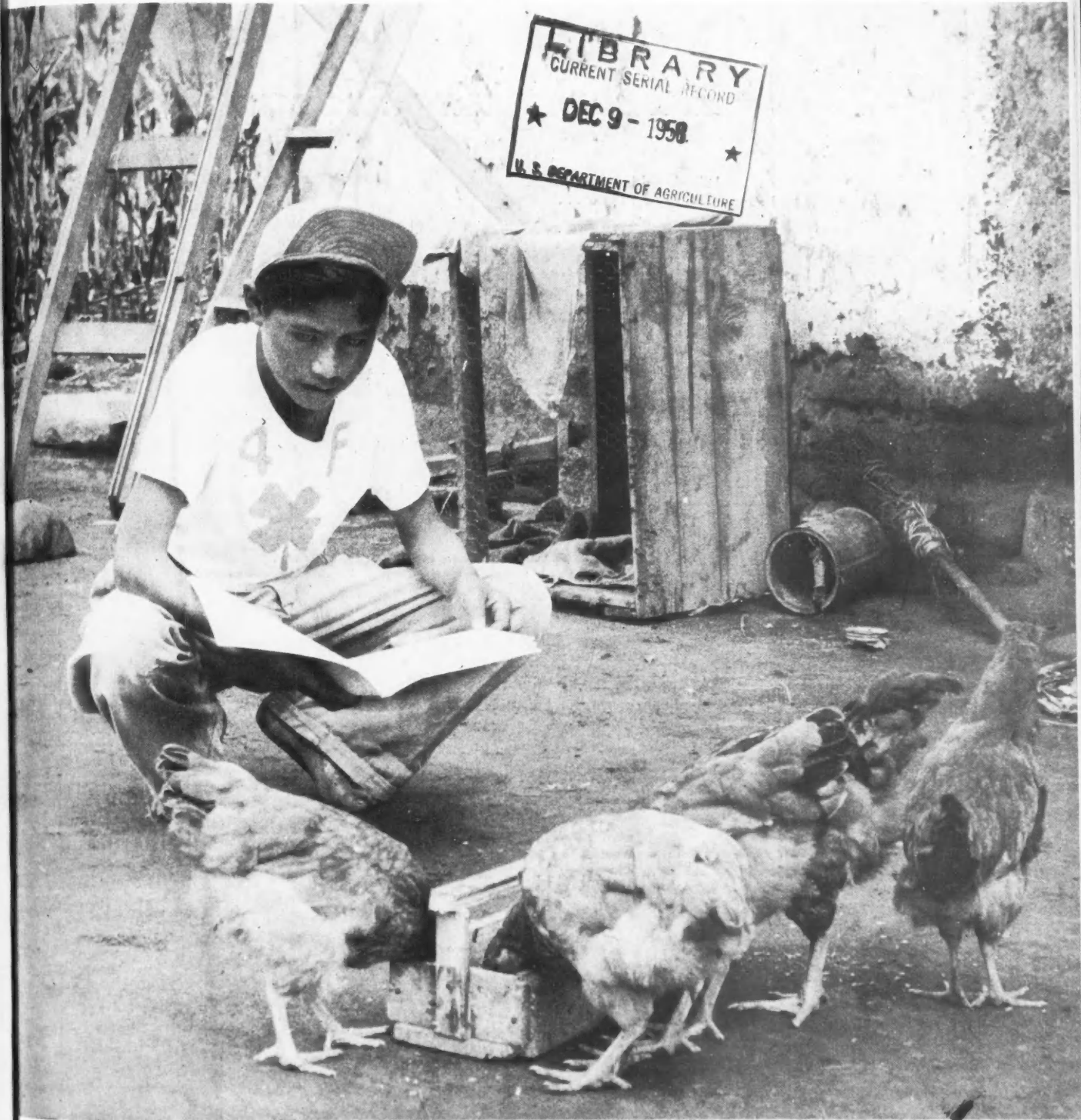
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Cornell Countryman

November, 1958

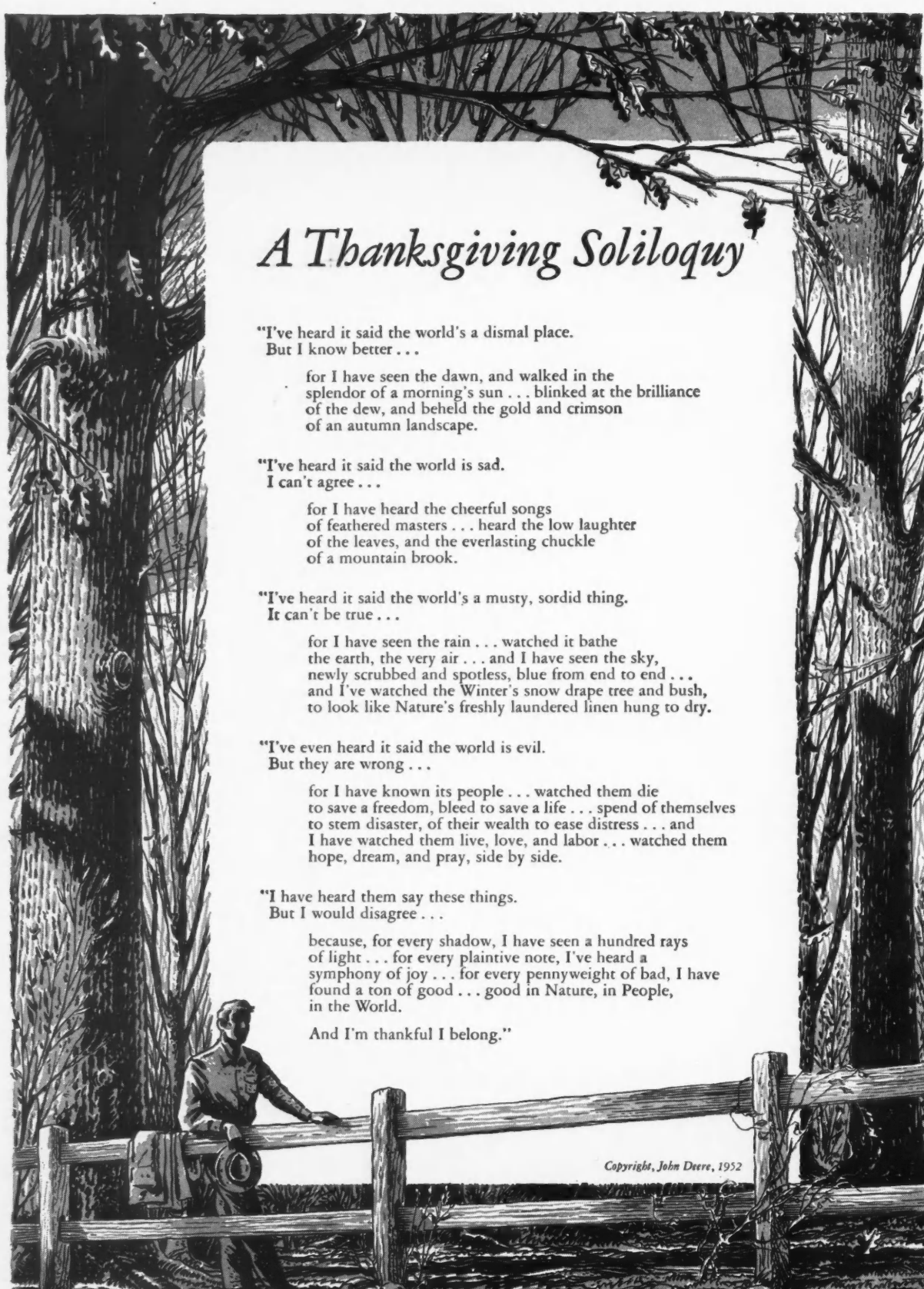
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ICA

See 'Men With A Mission' . Pages 8 and 9



A Thanksgiving Soliloquy

"I've heard it said the world's a dismal place.
But I know better . . .

for I have seen the dawn, and walked in the
splendor of a morning's sun . . . blinked at the brilliance
of the dew, and beheld the gold and crimson
of an autumn landscape.

"I've heard it said the world is sad.
I can't agree . . .

for I have heard the cheerful songs
of feathered masters . . . heard the low laughter
of the leaves, and the everlasting chuckle
of a mountain brook.

"I've heard it said the world's a musty, sordid thing.
It can't be true . . .

for I have seen the rain . . . watched it bathe
the earth, the very air . . . and I have seen the sky,
newly scrubbed and spotless, blue from end to end . . .
and I've watched the Winter's snow drape tree and bush,
to look like Nature's freshly laundered linen hung to dry.

"I've even heard it said the world is evil.
But they are wrong . . .

for I have known its people . . . watched them die
to save a freedom, bleed to save a life . . . spend of themselves
to stem disaster, of their wealth to ease distress . . . and
I have watched them live, love, and labor . . . watched them
hope, dream, and pray, side by side.

"I have heard them say these things.
But I would disagree . . .

because, for every shadow, I have seen a hundred rays
of light . . . for every plaintive note, I've heard a
symphony of joy . . . for every pennyweight of bad, I have
found a ton of good . . . good in Nature, in People,
in the World.

And I'm thankful I belong."

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Cornell Countryman

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Editorials

Why Be Just an IBM Number?

A LONG with the frequent cries for an improved intellectual atmosphere at Cornell come pleas for better student-faculty relations. The need for improvement in this area is obvious; the benefits can not be disputed. But, the people who are crying the most—the students—appear to be doing the least.

In the early days of Cornell, when most of the professors lived on campus, Sunday afternoon open-houses with the faculty were an easy and pleasant affair to arrange.

Now this is impossible. The faculty for the most part lives off-campus; the student always seems too busy to go out of his way to visit his professors.

Yet, if the students want to know their professors; if they would like the obvious benefits of informal out-of-class seminars in their major; if they would like to meet for discussion with other students in their major and faculty members on aspects of their field of study, they themselves must instigate the programs. They can't expect professors to arrange programs for them. The professors may not actually know what students would like in an extra-curricular nature relating to their field.

On the basis of this situation, we are making the following recommendations:

The upper-campus clubs have a wide variety of possible ideas from which they can start this effort to improve student-faculty relations. How about Sunday afternoon seminars in the club's field of interest—topics which aren't covered in courses; informal discussions held at either a professor's home or in some meeting room around campus? The same idea can be applied to majors within a field of study.

The Home Ec. Club might have a seminar on the connection of home economics to agriculture; the Floriculture Club might have a seminar on public attitudes toward flowers; ag. journalists might be interested in aspects of editorial policies; and textiles and clothing majors might study the effects of high fashion on U. S. fashions.

The possibilities for this type of program are unlimited. All that is needed is a group willing to prepare such a program and to be responsible for attendance. If the students instigate the action, professors will surely be interested. **B.L.D.**

Spare The Rod and Spoil The Dog

SHARING our campus with half the dog population of Ithaca is, generally, a pleasant custom. However, one yellow dog seems determined to turn students against the campus canines.

Is it too much to ask that a dog sit quietly through a lecture—especially at eight o'clock in the morning when most of the people in the lecture hall are sleepy?

Are we being prudish when we object to his overtures to innocent—and unwilling—female members of the community?

Must we restrain ourselves from calling out against his constant attacks on dogs smaller than he?

It would be unrealistic to ask that all campus dogs display the decorum of the little spotted mutt who frolics happily at her master's side. Nor can we expect that all Cornell dogs will get along with the peace and harmony of the beagle and terrier often seen walking quietly side by side.

This ideal situation is too much to ask. But we do think it quite fair to urge all campus curs to act in a manner at least approximating that of ladies and gentlemen. **J.H.B.**

CORNELL COUNTRYMAN

Letter to the Editor

Advice to Ag-Dom

Dear Editor,

Perhaps the main reason for the apathy about Ag-Dom is that this organization does so little. An active organization may not necessarily be popular, but it is well known. True, Ag-Dom presents an Orientation Week square dance, and Ag-Hec Day with its big dance, and coffee—and sometimes even doughnuts—for a few hours during finals week. But what about the rest of the year?

Is Ag-Dom simply an organization to provide social functions and occasionally speak up on student matters (such as the opening of Mann Library on Sundays)?

I don't think it should be. Rather, it should try to find other ways to help the students it represents. It should find ways to help students and further their interests. For example, Ag-Dom could hold a panel discussion on the pros and cons of price supports, or try to get transportation for the students who have ten minutes to get from the Vet School to the Lower Campus.

Certainly an organization can do nothing without its members but a few members can start something that will draw participants, if there is a real need for the organization.

Sincerely,
Gil Shepard, '59

Editor's note: The preceding is a response to Dave Kitts' letter in our October issue on Ag-Dom Council. In connection with this letter, we might suggest that the two editorials in this issue on student-faculty relations and Mann library might offer possible areas for Ag-Dom to explore.

Editorial

Mann's Knowledge is Unattainable

MANN LIBRARY has one of the best physical plants on campus with its separate rooms for scholars of every temperament and its constant addition of books, pamphlets, and bulletins.

But just try to get to them. Ag and Home Ec students have many labs and few dead hours making it necessary for them to do any extensive research in the evenings and on week-ends.

On these very same evenings and week-ends the library staff seems to be reduced to a skeleton crew. On Sunday, the stacks aren't even open.

On top of this, the cross-indexing system is unbelievably inadequate. It is necessary to search under all possible variations of a topic in order to find all related material. Then, once the references have been taken from the stack, the librarians have to shout across the reference room. Certainly, a numbered call board could be set up at the stack desk and in the main reading rooms.

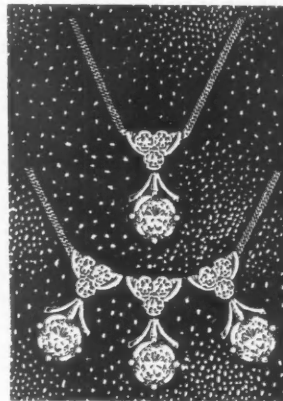
This is not to criticize the library staff. They are amazingly efficient in spite of their limited numbers. The reference librarians are invaluable and show an admirable amount of patience.

However, the foundation of any school is its library and something should be done to raise the operation standards of Mann to the levels that the two great upper-campus colleges deserve. These improvements may mean an increase in staff or a change in their working hours. In the long run, the problem boils down to a need for more money for the library. We can not think of a more worthwhile cause.

S.A.B.

NOVEMBER, 1958

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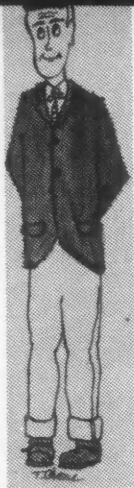
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All That Jazz

Apples, Ivy, and Absent-Minded Profs

by Zilch

WELL, here we are, almost on the verge of Ye Olde Winter, as the author takes another slug of terpin hydrate with codeine (the 84 proof habit-forming cough syrup), and staggers out of the lecture room. Smackin' good stuff!

This brings up the point that the current 18.5 million bushel apple crop in New York State is the largest since 1949, 4.5 million bushels larger. Now, men, we've got to save the New York farmers from the clutches of supply and demand.

Zilch, forever thinking of his constituents, toddled on down to the pomology department and asked an apple man about hardening the delightful drippings. Said pomologist advised that the best way to make hard cider was to "just let it age" with, perhaps, a little sugar or honey to quicken the proceedings. Zilch has tried this cider jazz, but the results taste like . . . well, they don't taste good. Any suggestions?

Innovation in the learning process is often slow in being instituted, but not for Professor VanDemark of the bacteriology department. As many of you may remember from last year, Dr. VanDemark felt that a prelim should be given so that an equal chance would be given to those who do crossword puzzles during Bacte 3 lectures.

Class average on the now-famous crossword puzzle prelim was 94. "It would seem," noted the professor, "that students are very adept at this type of test." He added that if another exam of this sort were given it would have to be based on a crossword puzzle from the Sunday *New York Times*. At present Dr. VanDemark is studying the possibilities of developing a combination pencil-knitting needle for the home eccies who take the course. Cheers for a great academic crusader!

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The scene now shifts to Plant Science, where the sharp-witted mentor of Botany 1, Dr. H. P. Banks, recently told a class about a colleague who had advised a student to christen his old jalopy Xylem. Why? "Because it carries the sap back and forth."

Shortly after the hunting season had begun, the botany classes were discussing the shoot systems of plants. "The apex, plural: apices, is the place where shoots appear," explained Dr. Banks. A hand shot up in the fourth row.

"Sir, where do you go to shoot apices?"

Absent-minded professor department: D'ja hear the one about the professor who drove his car to Syracuse, forgot he had driven it there, and took the bus back to Ithaca? This brings to mind a similar incident when another prof drove his wife to Bingh-
hamton and forgot to take her back to Ithaca.

And there was the one where a prof came to class, not with his briefcase but with a fragrant bundle of garbage that his wife had given him to throw away. A recent professorism took place in New York City, concerning a faculty member who was having trouble hearing over the telephone. Why? Mainly because he had been talking into the wrong end of the phone for half an hour.

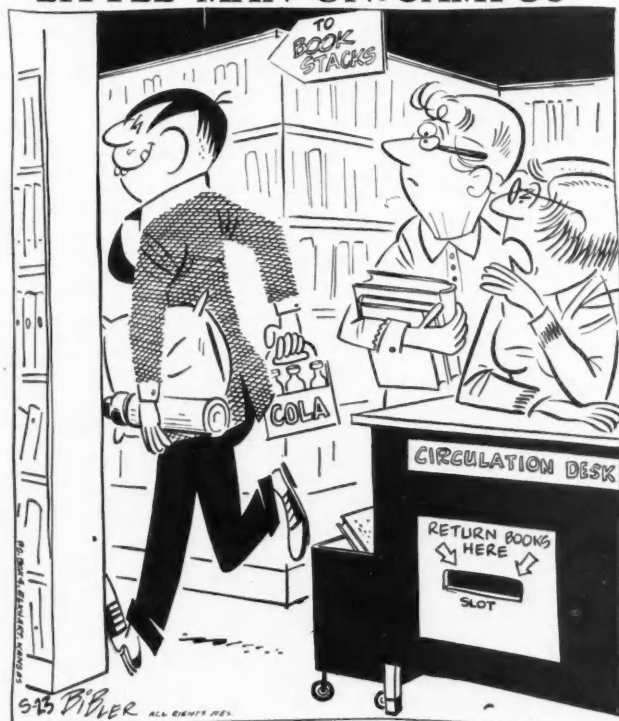
All this time you have probably been wondering what all that jazz is up in the corner or the column. (Left hand page, upper left—that's it; hold it! Fine.) Well, that there is Andy Smoothastraw, the Ag-Dom Council's Ivy Aggie. This agrarian fellow with the butt-down collar will be publicizing all of the Ag-Dom events. He seems a little shy at all the publicity, but he'll get over it. If not, Ag-Dom will have to ship him back to the boondocks and find someone else to work for them.

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A Tradition in Practice

by Edward Feinberg '61



—Robert Burt

DR. PIMENTAL WORKING IN
ENTOMOLOGY LAB.

NOVEMBER! A time of hay rides, turkey dinners, prelims, football games, and oh yes, pre-registration. For some this entails the usual chore of digging out that old ag catalogue and scrounging out fifteen hours worth of courses. To others, pre-registration is much more important. It offers the opportunity to plan an interesting and worthwhile program.

One of the most novel and exciting things to hit Cornell since Andy White is a course which should fit well into the program of anyone in the latter category. It is Ecology 116, taught by Assistant Professor David Pimentel of the entomology department.

Ecology, the study of living organisms and their environment, is nothing unusual in itself. It is the man behind it, Dr. Pimentel, who makes this course exceptional, for his method of teaching differs considerably from that of many of his contemporaries.

The professor feels that "Since learning is a lifetime process it seems necessary to prepare students for this challenge of learning for themselves." This is just what he does in his class.

Ecology 116 has no prelims, no final, no textbook, and offers three hours credit for two hours of assigned class. Is there a catch? You bet there is! The students study an assigned topic each week in books made available by Dr. Pimentel. Using the material gathered, they write reports of their own viewpoints on the topic. They may say anything they want as long as they back it up with factual evidence.

But what about that extra hour credit? Wise Cornellians know that the University never offers anything for nothing—especially credit hours. The credit is given for lab work, naturally. "Aha!" you say, "a lab." But what a lab! There are no assigned hours, no required experiments. Instead, each student, with Dr. Pimentel's interest and advice to help, does his own research on a previously unexplored point in ecology. Those who have done a worthwhile job may, at the end of the term, succeed in having their results published.

What do past students think of the course? A survey Dr. Pimentel made at the end of last term showed students heartily in favor of this method. Many thought the results from this lab work satisfactory and approved of this type of lab.

You may wonder if Dr. Pimentel's idea is new. Similar, but not identical, programs may be found at St. John's College in Annapolis. Here in the Ivy League, Brown University has taught courses in biology in a manner somewhat akin to Professor Pimentel's. The ideas for this particular class, however, are his own. They were formulated during his college years during the time he spent at the tropical research laboratory in Puerto Rico.

Besides his classes, Dr. Pimentel is conducting research on population dynamics. He recently completed a paper based on his work in this field at the University of Chicago.

Dr. Pimentel has a firm belief that one can learn any subject on his own if he has sufficient interest in it. On this principle he has patterned his class, a class brimming with Cornell's tradition of "freedom and responsibility."



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Your Cupboard Need Never Be Bare

by Christine Melynk '62

MOTHER is madly scurrying around the house trying to find time to put the Thanksgiving turkey in the oven and give Junior his 1:00 o'clock bottle without confusing the two ministrations. The phone rings. It's Aunt Agnes; she's coming to dinner. "Aunt Agnes! That's awful! Aunt Agnes can't eat turkey! She can only eat rabbit meat—hind cut!" Obviously Mother must get rabbit meat. She puts on her coat and flies to market.



Robert Burt

MEETING OF WEEKLY FOOD DISTRIBUTION LECTURE.

The super-market is out of rabbit meat . . . especially hind cut. None of the other stores in town have rabbit meat. Aunt Agnes will have to eat turkey and like it, and she will probably cut Mother out of her will.

The problem here, of course, is food distribution. Mother needed rabbit meat, but she couldn't get it.

In many situations there is a consumer who wants a commodity, a supply of the commodity, but the two don't meet. This represents a loss to consumers, suppliers, and food stores.

The extent of this loss inspired the formation of a new course by the New York State College of Agriculture and the Graduate School of Business Administration in co-operation with the National Association of Food Chains.

The primary objective of this course is to help super-markets to serve the consumer more efficiently. W. I. Myers, Dean of the College of Agriculture, feels that the program is "a milestone in the College's continuing effort to make food distribution more efficient, thereby serving both industry and the consumer."

Courses in the area of food distribution, merchandising and promotion, and industry management have been instituted to make students aware of the problems involved in the field. These courses lead to a B.S., M.S., and PhD. degrees. There is also a one year course for special students not seeking a degree.

Students now majoring in food distribution feel that it combines the academic with the practical approach to management. Tom Collins, the only undergraduate in the course so far, said that: "This program will train me for more than just an executive position in stores; I'll also be able to become a buyer or enter a related field."

The distribution of another basic commodity—money—has also been considered. Some food companies have established fellowships worth \$1500, of which \$1000 goes to the student and the rest to the University to finance the program.

The new program will be a major step in developing managerial skills and ability for future executives in the food industry. The co-operation between the College of Agriculture and the Business School will form a well-balanced program in food distribution. Mother . . . with all of this, Aunt Agnes is sure to get her rabbit meat next year.

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Men With A Mission

Editor's note: This article begins a series on agriculture outside the continental United States. Throughout the series, particular emphasis will be placed on opportunities for Cornell students to work in these areas and on actual on-the-spot coverage of agriculture.

A MASSIVE figure of a man, Norman Ward speaks quietly and sincerely of his work as an agricultural specialist in underdeveloped countries. Throughout what he says there is a certain undertone that indicates a man who is satisfied and stimulated by the challenges of his career.

He is now at Cornell for his Ph. D. His work for the U. N. and the International Cooperation Administration (ICA), a division of the U. S. State Department, has taken him to China, Haiti, Peru, and Ecuador. In the past Ward's work has been as a horticulturist but in his last assignment, Ecuador, he was promoted to agricultural program director for the ICA.

The ICA is the result of the many rehabilitation and development programs, such as the Marshall Plan, that were created after World War II. The United States' military, economic and technical aids are all under the control of the ICA. The agency gives aid to free countries to build their economies and resist communism.

In the underdeveloped lands, the ICA works hand in hand with trained men native to the country. The continued success of the program after the ICA leaves rests with these men.

As a member of the technical division, Norman Ward is one of 900 American technicians working in 60 countries throughout the world. While the military division sends arms, and the economic sends money, the technical division exports knowhow to needy lands.

In addition to the regular specialists of ICA, 200 men from 28 land grant institutions cooperate in establishing technical schools abroad. Cornell's Los Baños agriculture school in the Philippines is one.

Every year the ICA hires college graduates to maintain and ex-

pand its staff. This year over 400 trainees will be taken.

Norman Ward is an example of the type of men that make up ICA. They are college graduates with broad areas of knowledge. The success of the program in an underdeveloped country depends on the overall experience of the specialist. He must be able to take part in all phases of the program.

Ward was born on a farm in Oklahoma, and was educated at Oklahoma State University. After getting his masters degree, Ward worked for the Farm Home Administration and, after service in the Army, went to China with FAO until 1948.

When the Communists invaded

China, the specialist joined the State Department with ICA, going from Haiti to Peru to Ecuador to head the agricultural team.

Ecuador is typical of the underdeveloped countries that ICA tackles. With few natural resources, the country is underfed, poorly educated and suffering from lack of foreign trade and capital. As a result progress has been slow.

Nevertheless, Ecuador has great potential for increasing the amount of its agricultural produce. Ward points out that in the coastal region there is a favorable climate, good soils, and adequate water supply for production of corn and cotton and such tropical crops as bananas, coffee and cocoa. He re-

A FIELD DAY ON AN ECUADORIAN BANANA PLANTATION



by Steven A. Breth '60

vealed, "There are hundreds of thousands of acres which could be adapted to crop production.

Paradoxically, in the fastest growing continent the population is too small to increase production with present methods. Even though there is more land than needed now, use of primitive farming techniques and a high starch diet, Ward observed, gave people full stomachs but left them undernourished.

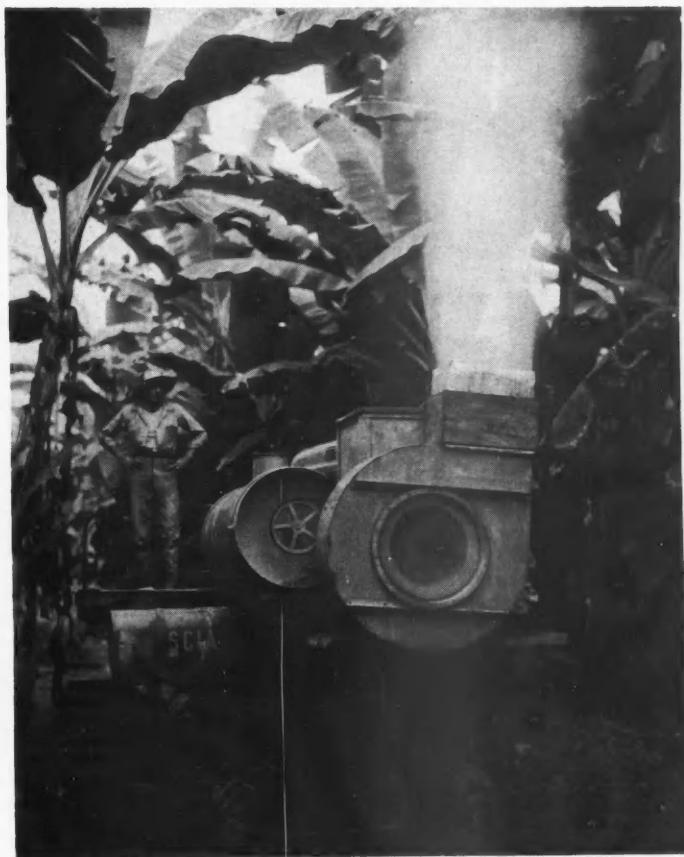
Agricultural production is dominated by the large plantations where 10 percent of the people produce 90 percent of the export goods. The Indians' tiny farms, often clinging precariously to a hillside, are almost all on a subsistence basis.

The ICA came to Ecuador with its specialists, doctors, teachers, and most of all, its knowhow. With the Ecuadorian government paying over half the bill the ICA set up a program to increase exports and improve internal consumption and consequently better the standards of living.

Ward, the man who was in charge of the whole program, explains, "The essential thing in the introduction of any technique overseas is basically—limit your goals and make your changes minimum changes for each step." For example, in potato production first new seed was introduced and planting distances were changed; sprays came next. When production was up solutions to marketing and storage problems were found. Each step was introduced only after the preceding one was accepted.

To insure constant progress in the solution of problems and the spreading of new methods there were 27 extension offices, an experimental station, a livestock demonstration farm and two vo-ag schools. Ward himself helped establish farm radio programs originating in Quito, the capitol.

Among the most valuable technicians were the audio-visual specialists who set up newsletters, farm papers and radio programs and were generally responsible for in-



ICA
CONTROL OF SIGATOKA DISEASE BY USING A BIG MISTBLOWER.

forming as many people as possible of new techniques.

The combination of a well thought out program and men who know their jobs resulted in many marked improvements. Ward noted that coffee production rose 17 percent, a spray was developed that licked *Sigatoka*, a fungus disease that has long plagued banana production, and in coastal regions corn yields went from 15 to 60 bushels per acre.

This last development may herald the development of Ecuador as a major cattle exporter. With corn to supplement natural grasses, Zebu and Brahma cattle, which are insect, heat, and disease resistant, can be crossed with native cattle producing a meat animal which will successfully compete on the world market.

The ICA is constantly inducting new men into its ranks. This agency needs college graduates with broad backgrounds in their fields. Ward calls them the "good county agent" type. They must be able to work on all aspects of their specialty e.g. breed improvement,

feeds and feeding, breeding problems, housing, production methods, marketing and storage. "Knowledge all the way across the board."

Generally the ICA wants applicants to have graduate work or experience in the field and no military obligation hanging over their heads. There is a training program for interested college graduates before they are sent overseas.

Extension work will not make anyone rich but it has other and probably greater rewards. Norman Ward sums up what it means to work in foreign lands with underdeveloped people. "If you want comfort and convenience, stay home. But if you want the advantage of mixing with people, understanding how the world lives, and having a feeling of accomplishment, of knowing what you're doing and being able to see it grow and develop, and influencing the lives of others—there is no greater feeling than to see a new technique accepted and adapted and know that you are feeding hundreds of thousands of people better today than they were fed yesterday."

Children Underfoot?

by Dorothy Heideman '60



Robert Burt

THE CORNELL NURSERY SCHOOL.

THROUGH the ages great men have worried about the care of children. In *The Republic* Plato advocates play areas for future philosopher-kings. Froebel felt that children were goodness itself, and that contact with the greasy fingers of society would corrupt them.

Dewey, on the other hand, argued that the child has the potentiality of goodness, but he is not goodness in itself. (This may be seconded by many parents.) Therefore, he said that early childhood education should develop the child to be a purposeful member of society.

The first day nursery opened in the United States in New York in 1854. At this time nurseries were mainly for care of children of working mothers during the day. Between 1920 and 1940, day care

nurseries gradually became nursery schools as we know them today. Schools now offer balanced mental and physical activities designed expressly for young children.

With the development of psychoanalytic theory and increased child research the importance of early childhood was realized more and more. The increased employment of women during the Second World War caused the beginning of a national program of day care services. During these years of crises the nurseries again emphasized only physical care of the child. But the idea of early childhood education was not forgotten. Today it is recognized that every good nursery is a nursery school.

The nursery school teacher has to be long on stamina and patience and most of all, genuinely love children. She must be well trained in child development and psychology.

Most of us grew up in a generation in which nursery school education was not common. In a few years many of us will be parents. What does the nursery school offer?

First of all, the child is put into a situation in which he can make friends with other children. This may be very important if the child has few others to play with at home. Secondly, the nursery school also provides the child with a wide variety of tools and playthings. This equipment is designed to aid

the growth and muscular coordination of the child and it is scaled down to release him from the oppressive world of adult-sized objects.

These facilities allow the child to unleash all his energy. He can do all the running, shouting, and jumping he wants—things not usually allowed at home. The child-sized equipment makes it easier for the child to master his environment, which develops confidence.

Most nursery schools have definite times for eating, toileting, resting, and playing. It is a valuable experience for the child to become accustomed to a routine because his later life will consist of many routines. Routine also gives the child a feeling of security which can be important if his security at home is disturbed by the presence of a new baby or a conflict between parents.

The nursery school also provides for the child by helping parents to get a deeper understanding of their child through consultation with competent instructors.

If a nursery school fulfills these functions, we can see that it will be an important beginning of future emotional, social, and mental development. The nursery school as it exists today may be the best possible beginning for well adjusted adult.

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Jill Beckoff

Every Wife A Home Economist

by Carole J. Wedner '61

Editor's note: This is the first in a series of articles on home economics throughout the world. Throughout this series, particular emphasis will be placed on employment opportunities for home ec. students in these countries and the home economics situation.

DO YOU want to marry a French legionnaire, an Australian swagman, an English bobbie, or a simple civilian? It really doesn't matter. Your home economics training can be used anywhere. Stomachs growl from hunger, babies need love, and people wear clothes all over the world.

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This summer people from all over the world gathered at Maryland University to prove that home economics is a world science like chemistry or physics and to prove that you can marry in any land and make an excellent wife or that you can work abroad and do your job well. Repeated in the reports of all the delegates were things that we are learning daily.

The shift of laborers from agriculture to industry is leaving less time for homemaking and opening a market for labor-saving devices. You may have to change the cord on an iron in England or operate a dishwasher in Spain.

Industry itself employs home economists to help produce these handy items and to use their skill in related problems. Women will be

using pots, pans, and ranges so women should help design, make, and sell them.

As a mother in Finland or Italy you will ask such questions as, "Am I being over-indulgent?" or "Am I cooing and laughing enough at Johnny?" Teachers the world over also face the same problems—what to teach, how to present materials, problem children—and child care specialists in every land argue the meaning of maternal love.

Children in all countries are learning how to sew and cook early in life. Kitchens have been installed in many schools, along with nurseries and sewing rooms. As an elementary school teacher you may be asked to teach the youngsters of China to cook rice or those of Italy to make spaghetti. Lassies of Scotland want to make their first dance gowns and Mexican children take care of baby sisters and brothers. Girls in secondary schools will soon be setting up homes of their own. Functional storage, overloaded circuits, drapery and slip-cover designing, and husband-tempting dishes are important to a newly-wed anywhere.

This new science—Home Economics—is growing quickly. We are a part of this growth, a part of world growth.

Unexpected Guests?

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Budding Botanists Get A Chance To Bloom

by Edward Feinberg '61

H EY, frosh! Are you interested in a basic course which offers some of the interest and independence of an advanced one? How about you upperclassmen? Do you want to complete your biological credits with a course that is different and entertaining? You have a chance to get into such a course if you take Botany 1.

Twenty students in Botany 1 will be offered the opportunity to sign up for a special seminar after midterms. Students in these seminars are given an opportunity to meet professors and researchers in the botany department. These men give the students brief resumes of their fields and discuss research currently being carried on. Students are often invited to visit laboratories and aid in some of the experiments.

Selection will be based upon high school and college grades in science and Botany 1 grades up to and including the first prelim.

"It is hoped that participants will become interested enough in botany to major in the subject but most of those who attend are just good students and haven't much of an interest in botany as a

major," said Professor McDonough of the botany department.

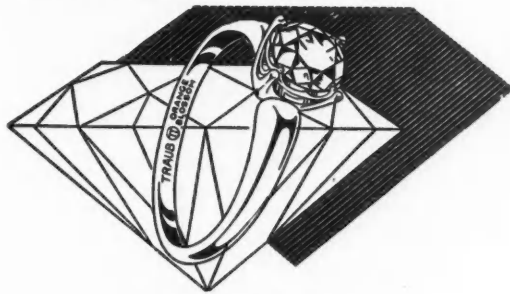
Professor McDonough, a newcomer to the botany department, conducts this program which offers interested students a chance to learn botany in a way not possible in the usual lectures and labs.

Last year's seminar members represented a wide cross-section of students from different colleges. Though some were prospective botany majors, there were also those who expected to specialize in biochemistry, science teaching, journalism, rural sociology, bacteriology, and other fields.

Among last year's group was Jill Beckoff '61. Miss Beckoff said that, "Although I am not a botany major, I feel that I benefited greatly from this program. I learned much about scientific technique and met many interesting personalities."

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THE ARCHITECTURAL PLANS FOR THE
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Alumni News

CORNELL'S animal husbandry department is reaping some of the benefits of the wave of construction currently sweeping Cornell. Construction of a modern, multi-million dollar animal husbandry building is expected to begin this fall.

The new structure, covering an area of about three acres, will "enable the staff in animal husbandry to do a more efficient and expanded job in teaching undergraduate and graduate students," predicts department head, K. L. Turk. Due to the limited size and facilities of Wing Hall, animal husbandry headquarters since 1914, the department staff has been unable to realize its full potential for instruction.

Greener Pastures for An Hus Department

by Jack E. Hope '61

Architect James Cameron Mackenzie's plans call for a four-story front on Tower Road and a two-story wing along Judd Falls Road, tapering to a single story meat department in the rear of the building. Function as well as beauty has been taken into consideration by the state university architect. He has used the services of state officials, professors, and laboratory experts in the planning of this home. Six classrooms, five student laboratories, personnel offices, eighteen research labs, and modern slaughter and meat processing facilities will be provided.

An anaesthetizing tarp, only recently available in this country, is one other material evidence of the planning that has gone into this building.

With this type of equipment, the animal husbandry department will be able to employ the scientific techniques so necessary for the advancement of any branch of agriculture.

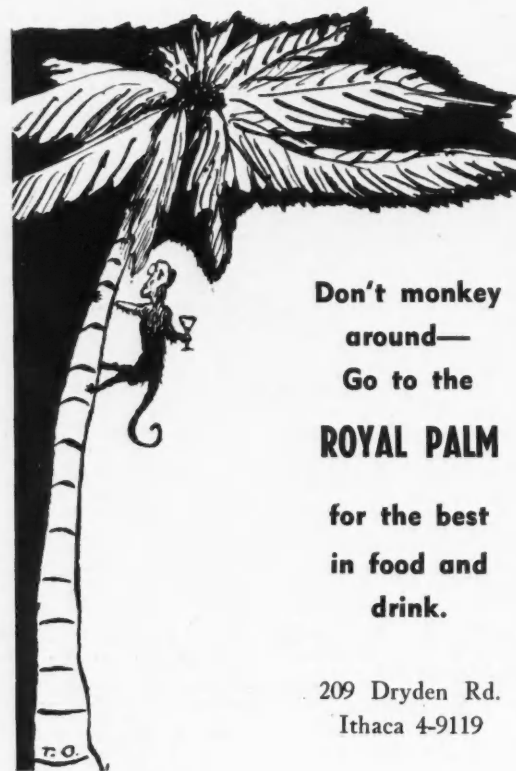
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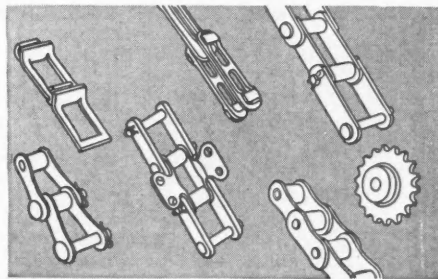
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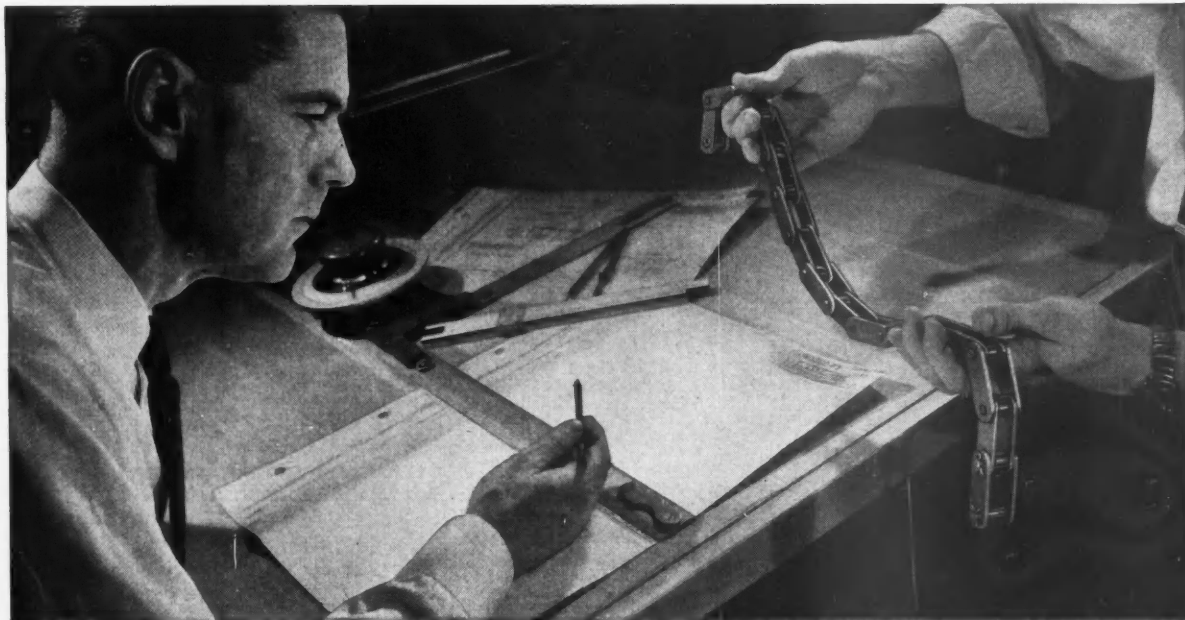
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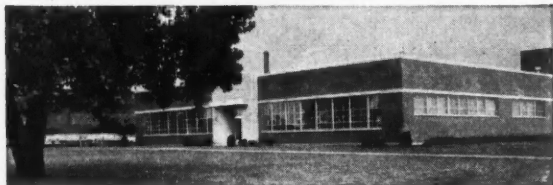
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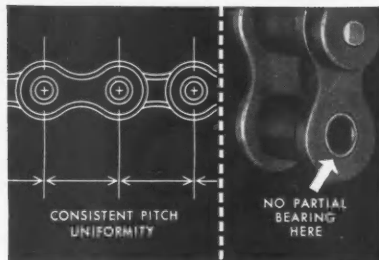



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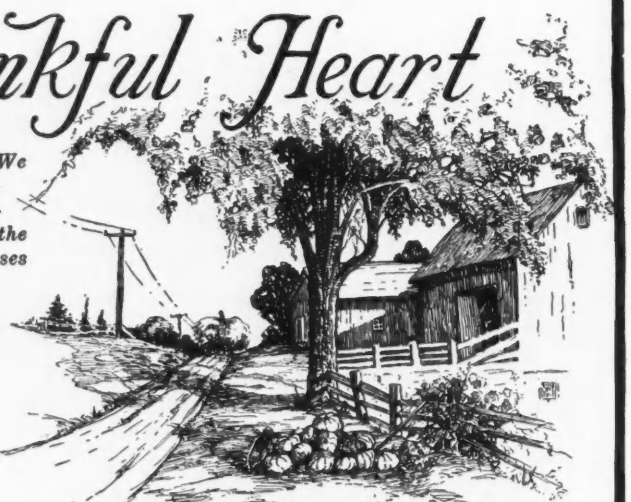
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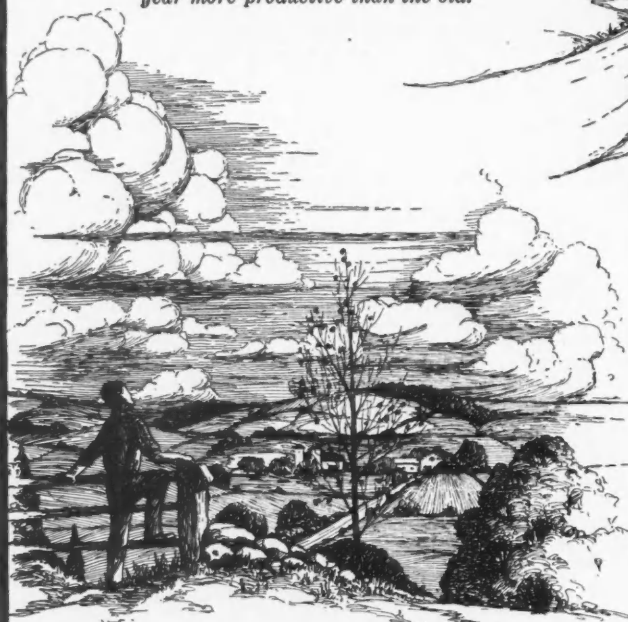
14, 1954

The Thankful Heart

FULL of pride are we in our abounding crops. We are almost boastful that we can produce so great quantity, and that the nation can inventory so much wealth thereby. - It is good to see the granaries full, the bins bursting, the storehouses laden and the barns packed to the beams. We read the figures with much satisfaction. We attain to mastery and we express our power. It is our high ambition to make every new year more productive than the old.

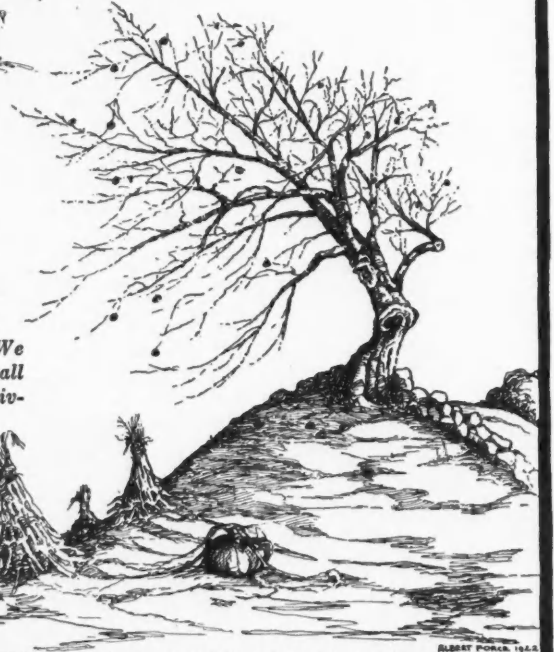


Yet, in the end, that people will conquer and that industry will survive that puts the most art and feeling into its efforts and its products, and the mechanical quantity-production, no matter how honest and "efficient", will fall into subordinate place. The quality of the product is verily more important than its quantity, because it expresses the soul of the producer; and even in a commercial age, the spirit will hold the leadership. To be keen in the appreciation of the beauty in the product is to exercise the highest privilege of any craftsman, whether farmer or artisan; and if one sees the beauty, one perforce is thankful.



To be thankful for the products of the year, therefore, is not merely a courteous and pious demeanor: it is a necessary result of satisfactory living. In these bountiful days we do not need to return thanks because we have not starved; we need to be thankful that we have known the joy of the earth and that we have seen the miracles come out of it, that we have been filled with the beauty. Let us, then, in due decorum appraise the beauty in an apple, the perfection in an animal, the harmony in the products of the land. We cannot do less than this. We may wish that all men shall similarly be blessed. Our hearts may be full of thanksgiving and prayer.

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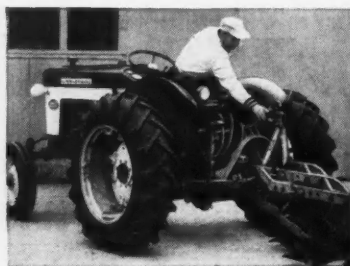
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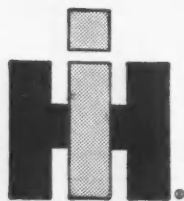
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